Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o Quality of School Climate and Safety
  o Postsecondary Readiness
  o Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

The priorities of NMS continue to be closing the gap in our students in the novice/ apprentice range across all content areas. NMS was cut to only two interventionists to continue to support closing the gap in identified students. Due to a decrease in Title 1 funding, ancillary programs such as IXL and Flocabulary were cut in order to provide funding for certified teachers but teachers are receiving support in Discovery Education and PBL/PrBL learning. At North Middle School, there are 23% of students receiving MTSS. 6th Grade has 40 students in MTSS with 15 of them being in more than one intervention area. 7th Grade has 58 students in MTSS with 27 being serviced in more than one intervention area. 8th Grade has 37 students in MTSS with 18 being serviced in more than one area of intervention

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Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Department and grade level PLC's meet regularly to review data, student needs, and lesson pacing

Implementation of PBL/PrBl strategies

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	43.4	0.2
State Assessment Results in science, social studies and writing	46.6	3.5
English Learner Progress	-	-
Quality of School Climate and Safety	65.5	0.6
Postsecondary Readiness (high schools and districts only)	-	-
Graduation Rate (high schools and districts only)	-	-

Explanations/Directions

> **Goal**: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2025, our students scoring proficient/distinguished in Reading will increase from 31% to 37.2% and from 23% to 27.6% in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, our students scoring proficient/distinguished in reading will increase from 34% to 36%	KCWP:2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the feedback gained from assessment data	Curriculum is implemented to meet the needs of all learners.	Curriculum is implemented to meet the needs of all learners.	
		Ensure congruence is present between standards, learning targets, and assessment measures	Modifications are made to include differentiation and reteaching as necessary	Modifications are made to include differentiation and reteaching as necessary	
	KCWP:5 Design, Align, and Deliver Support	Ensure plans are developed and implemented for determination of program and initiative effectiveness	The timelines in the plans are met or adjusted to meet the needs of students	The timelines in the plans are met or adjusted to meet the needs of students	
		Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	The goals and measures within the CSIP are reviewed consistently	The goals and measures within the CSIP are reviewed consistently	
Objective 2 By 2024, our students scoring proficient/distinguished in math will increase from 20% to 23.5%	KCWP:2 Design and Deliver Instruction	Ensure congruence is present between standards, learning targets, and assessment measures.	Curriculum is implemented to meet the needs of all learners.	Ongoing Lesson plans, common assessment data, walk throughs, PD, and PLCs	
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.	Modifications are made to include differentiation and reteaching as necessary	Ongoing Lesson plans, common assessment data, walk throughs, PD, and PLCs	
	KCWP:5 Design, Align, and Deliver Support	Ensure plans are developed and implemented for determination of program and initiative effectiveness	The timelines in the plans are met or adjusted to meet the needs of students.	Ongoing PLCs and actual plan protocol	

Goal 1 (State your reading and math goal.): By 2025, our students scoring proficient/distinguished in Reading will increase from 31% to 37.2% and from 23% to 27.6% in Math.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	The goals and measures within the CSIP are reviewed consistently.	Ongoing planning committee meeting minutes, emails, shared drive	

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, our students scoring proficient/distinguished in science will increase by 20%. By 2025, our students scoring proficient/distinguished in social studies will increase from 26% to 31.2%. By 2025, our students scoring proficient/distinguished in writing will increase from 28% to 33.6%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, our students scoring proficient/distinguished in science will increase by 10%	KCWP:2: Design and Deliver Instruction	Ensure congruence is present between standards, learning targets, and assessment measures	Modifications of unit plans and implementation	Unit plans and learning target progression (PLC/PLD)	
		Develop assignments and activities that reflect the learning that has already been done in order to allow students to demonstrate success	Curriculum is implemented to meet the needs of all learners.	Common assessment data, walk throughs, PD, and PLCs	
		Extra positions for highly qualified educator to provide instruction of content to demonstrate knowledge of skill	Students are demonstrating ability and have evidence for it	Ongoing Assessment data	Title 1
Objective 2 By 2024, our students scoring proficient/distinguished in social studies will increase from 28% to 30%	KCWP:2 Design and Deliver Instruction	Ensure congruence is present between standards, learning targets, and assessment measures.	Curriculum is implemented to meet the needs of all learners	Ongoing lesson plans, common assessment data, walk throughs, PD, and PLCs	
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Modifications are made to include differentiation and reteaching as necessary	Ongoing lesson plans, common assessment data, walk throughs, and PLCs	
		Extra positions for highly qualified educator to provide instruction of content to demonstrate knowledge of skill	Students demonstrate growth in targeted areas	Ongoing assessment data, progress data	Title 1
Objective 3 By 2024, our students scoring proficient in writing will increase by 3%	KCWP:2: Design and Deliver Instruction	Ensure congruence is present between standards, learning targets, and assessment measures.	Curriculum is implemented to meet the needs of all learners	Ongoing lesson plans, assessment data, walk throughs, and PLCs	

Goal 2 (State your science, social studies, and writing goal.): By 2025, our students scoring proficient/distinguished in science will increase by 20%. By 2025, our students scoring proficient/distinguished in social studies will increase from 26% to 31.2%. By 2025, our students scoring proficient/distinguished in writing will increase from 28% to 33.6%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Modifications are made to include differentiation and reteaching as necessary	Ongoing assessment data, progress data		
		Highly qualified educator provides instruction of content to demonstrate knowledge of skill	Students demonstrate growth in targeted areas	Ongoing assessment data, progress data	Title I	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students scoring novice in reading will decrease to 20%	KCWP: 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet master	Staff participates in quality, targeted PDs that address needs of gap group Teachers implement strategies learned in PD	Ongoing PD plan, walkthrough data, lesson plans, PLCs	IDEA
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Support personnel provide support within the classroom to assure modifications are made to include differentiation and reteaching as necessary	Ongoing Master schedule, lesson plans	
Objective 2 Students scoring novice in math will decrease to 20%	KCWP:5 Design, Align, and Deliver Support	Ensure plans are developed and implemented with targeted gap considerations	The timelines in the plans are met or adjusted to meet the needs of students.	Ongoing PD plan, walkthrough data, lesson plans, PLCs	
		Evaluate state of gap groups at the same rate as the plan and adjust based on celebrations and and concerns	Implement changes as necessary based on findings	Ongoing PLCs	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, the English Learner Progress Indicator will increase from 18 to 31.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, The English Learner Progress Indicator will increase from 18 to 24.	KCWP 2: Design & Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release, School Report Card, ATSI/CSI Identification Quarterly: District Assessment Data Title II Title III ESS District Instructional Funds	Title I Title II Title III ESS District Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, the quality of school climate and safety indicator score will increase from 65 to 75

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, our overall climate indicator will increase to 65 to 68	KCWP 6: Establishing Learning Culture and Environment	Continued implementation of PBIS	survey results	Feedback	PPA
Objective 2 By 2023, our overall safety indicator will increase to 61 to 64	KCWP 6: Establishing Learning Culture and Environment	Monthly SEL lessons	survey results	completion of lessons	
		KARE committee	survey results	feedback	

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response: There is administrative support in PLC's and professional development. Our new Special Education Teacher(s) are receiving additional support from a university and/or TIP mentorship program.**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response: IDEA and district funding are determined by SDI/SAS service minutes of IEP's**

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response: The administrative team is analyzing most recent data to determine the need for more co teaching models in Social Studies and Science classes to address learning gaps. We have created a trimester schedule to ensure co-planning/shared responsibility of special education and regular education teachers in Math and Reading. We continue to need collaborative supports in Social Studies and Science.**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: NMS will continue to schedule special education students first to ensure academic needs and requirements are met. Through progress monitoring and Iready data, we will monitor student growth or areas for reteaching. The NMS focus on instruction ensures that all students are provided access to grade level standards.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
MTSS	McCart, A., & Miller, D. (2019). Leading equity-based MTSS for all students. Corwin	☐
Co Teaching Model	Bauwens, Jeanne, Jack J. Hourcade, and Marilyn Friend. Cooperative teaching: A model for general and special education integration. Remedial and Special education 10.2 (1989): 17-22.	☐
		☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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